



**Request for Proposal Process
Fiscal Year 2014 (2013-14)
PERSONNEL PREPARATION Special Education Services, USOE**

Timeline

Notification Date: Wednesday, November 13, 2012

Letter of Intent Due Date: Wednesday, December 19, 2012 by 5:00 pm

Invitation for Full Proposal Sent by USOE: Monday, January 7, 2013

Full Proposal Due Date: Friday, February 15, 2013

Final Notification of Grant Award: Friday, March 8, 2013

Funds Available: July 1, 2013 through June 30, 2014

Eligible Applicants

Personnel Preparation Projects may be proposed by Utah Institutions of Higher Education.

Awards FY14 (2013-14)

Number of awards anticipated: 8

Approximate total funds available: \$800,000 (anticipated reduction from previous year)

Range of awards (in prior year): \$30,000-\$200,000

Final funding amounts will depend on Federal allocations to Utah, as well as alignment of proposals with USOE and LEA priorities.

Notice

The Special Education Section of the Utah State Office of Education is requesting a letter of intent for proposed state level activity personnel preparation projects. This will assist the USOE in addressing the most critical personnel preparation priorities in the upcoming year.

USOE and LEA priorities for all Utah children:

- Providing high quality instruction in literacy and numeracy for preschool and school age students with disabilities
- Preparing special educators for the new state special education math endorsement
- Ensuring that students with disabilities access and progress in the Utah Core Standards and Essential Elements
- Requiring effective ongoing assessment to inform high quality instruction and accountability
- Ensuring that students with disabilities are prepared through transition planning for college and career

For additional information contact Glenna Gallo at 801-538-7757 or glenna.gallo@schools.utah.gov.



Request for Proposal (RFP) Purpose, Priorities, and Process Personnel Preparation Grants FY2014 (2013–14)

Purpose

Develop, implement, and evaluate a system for ensuring recruitment, employment, and retention of effective special education staff that provide high quality instruction aligned with the Utah Core Standards for students with disabilities. Selected grants will be funded for one year and may apply for ongoing funding. Applicants selected for ongoing funding of more than one year will have provided data showing the increased number of effective special education personnel in Utah, as well as an improved performance impact on Utah students with disabilities as a result of those effective personnel.

Project Priorities

The final proposal must address how the project will:

- a) Contribute to increasing the number of highly effective educators for students with disabilities in Utah.
- b) Collaborate with Utah LEAs (including charter schools) and the USOE.
- c) Plan for sustainability within the IHE by detailing in-kind support (e.g., personnel, space, materials), other financial support sources, and benefits for students enrolled in the IHE program.
- d) Budget and plan for expenditures within requirements of EDGAR and IDEA, including returning unused funds if the project does not reach anticipated capacity.
- e) Identify the grant funding source on program materials (i.e., IDEA funds from the Utah State Office of Education).
- f) Address USOE and LEA priority areas (i.e., providing high quality instruction in literacy and numeracy for preschool and school age students with disabilities, preparing special educators for the new state special education math endorsement, ensuring that students with disabilities access and progress in the Utah Core Standards and Essential Elements, requiring effective ongoing assessment to inform high quality instruction and accountability, and ensuring that students with disabilities are prepared through transition planning for college and career.
- g) Align with one or more of the indicators, targets, and activities of the USOE*.
 - The State Performance Plan (SPP) <http://www.schools.utah.gov/sars/Quick-Links/Performance-Plan.aspx>
 - The Public School Data Gateway linked at <http://schools.utah.gov>
 - The Bureau of Economic and Business Research (BEBR) at <http://bebr.utah.edu/>
- h) Use effective, evidence-based preparation practices and methods, including the use of technology and other non-traditional methods.
- i) Prepare prospective special educators to use evidence-based instructional practices and interventions for students with disabilities in areas such as academics, social/behavior, and communication skills to provide access to the Utah Core Standards.



- j) Improve outcomes for students with disabilities in instructional areas such as literacy, numeracy, Essential Elements, and other areas of the Utah Core Standards. Proposal should describe how the IHE will measure and report outcomes which will be linked back to the selected indicator(s) from g* above. Applicants selected for ongoing funding of more than one year must provide data showing the increased number of effective special education personnel in Utah, as well as an improved performance impact on Utah students with disabilities as a result of those effective personnel.

Process

Step 1: Submit a one page “letter of intent” indicating interest and topic due no later than 5:00 pm December 19, 2012. Prospective applicants should plan ahead to ensure timely submission. Late applications will not be accepted. Letters of intent must be limited to one page in length for each proposed project and include the following:

- Name and address of the IHE, including the primary contact name, phone, and email.
- An overview of the proposed project including:
 1. The personnel need(s) being addressed.
 2. Proposed audience & partners.
 3. Nature and extent of project activities and description of outcomes (applicants would benefit from referencing project priorities found in guidelines listed above).
 4. Estimated costs.

Send letter of intent to:

glenna.gallo@schools.utah.gov

Confirmation of receipt will be sent via email within 24 hours by the USOE.

Step 2: Letters will be reviewed by a stakeholder panel; selected applicants will be invited to submit a full proposal. **Request for full grant proposal will be sent to accepted applicants by January 7, 2013.** (See guidelines for full grant proposals, pages 4–6).

Step 3: Full Grant Proposal due via email February 15, 2013 no later than 5:00 pm. Confirmation of receipt will be sent via email within 24 hours by the USOE. A stakeholder panel will review and recommend one of the following three options:

- No funding
- Conditional funding (additional detail required)
- Full funding

Final notification of Grant Award will be sent via email March 8, 2013. Grants will be funded for the period of July 1, 2013–June 30, 2014.

For additional information, contact Glenna Gallo: 801-538-7757;
glenna.gallo@schools.utah.gov.



Personnel Preparation Special Education Services, USOE
Request for Proposal (RFP)
Fiscal Year 2013 (2013-14)

RFP Requirements

| Section | Title | Length | Additional Notes |
|-------------------|------------------------------|---------------|---|
| Section I | Cover Page | 1 page | Include signatures |
| | Table of Contents | 1 page | |
| Section II | Budget Information | 1 page | <p>Line item budget must describe: Salary, Benefits, Professional and Technical Services, Travel (in-state travel only), Supplies and Materials, and Equipment. <u>Indirect costs are not allowed for USOE IHE grants.</u></p> <p>The grant will not fund clerical/secretarial support, space rental/lease, and/or administrative costs.</p> |
| | Budget Narrative (20 points) | 5-8 pages | <p>Narrative should describe how funds from each line item will support accomplishing project objectives. Competitive preference will be given to projects that provide matching or in-kind contributions. Address how student tuition will support the project. What portion of the tuition is “recaptured or returned” to the department/ project, (ex: if 30 students pay \$1000 in tuition per semester, what portion of the \$30,000 comes back to the department and how is it used)?</p> <p>Include a “per student” cost to the program, to the student, and to the IHE.</p> <p>The budget narrative should address the impact of this funding on the overall personnel preparation program at the IHE. For example, does this funding enable other (unfunded) programs to maintain small class sizes? Is this funding critical to maintaining the program? What would happen to the program if USOE funding were reduced or eliminated?</p> |



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| | | | If this funding does not provide direct tuition assistance or reduced tuition rates to students, provide an explanation of the need for funding that benefits the IHE but not the prospective teacher. |
| Section III | Project Narrative (80 points) | 15-20 pages | Follow the template/guidelines attached (pages 5-6). A Word document or PDF is preferred. |
| Section IV | Appendix (optional) | As needed | Provide supporting documents described in the application. |



**USOE Guidelines for Personnel Preparation Proposals
FY 2014 (2013–2014)
Project Narrative (Section III) Template**

ABSTRACT (5 points)

Provide an overall description of the project, purpose, objectives, personnel development aspects, and expected outcomes. Please limit to 1–2 pages.

STATEMENT OF PERSONNEL PREPARATION NEED (10 points)

Identify the personnel preparation needs this project will address and how the project funds will accomplish this. Supporting documentation such as current supply and demand data and input from LEA (districts and charters) should be included. Include relevant student performance data based on the SPP, making a connection between personnel preparation and outcomes for students with disabilities.

OBJECTIVES (10 points)

Measureable performance objectives must be designed to meet specific personnel preparation needs.

WORK PLAN (25 points)

- a) Describe the project activities, timeline, and the materials and procedures to be employed in the project to address the Personnel Preparation Priorities and plan for IHE sustainability of the project.
- b) Describe a logical sequence of activities that project staff will complete to accomplish project objectives.
- c) Include a staff loading chart/timeline specifying activities, persons responsible, and person-days to be devoted to each activity.
- d) Describe how the project aligns with Utah State Office of Education priority areas and the State Performance Plan (SPP). Identify priorities and at least one indicator and how the project will improve outcomes for students with disabilities. These student outcomes will need to be reported at the end of the project.
- e) Include a detailed recruitment plan in partnership with Utah LEAs (including charter schools).
- f) Describe how the grant funding source will be recognized on program materials.
- g) Describe the effective, research-based personnel preparation practices that will be used in this project.
- h) Describe how the project will prepare prospective educators to use scientifically validated interventions and instructional procedures in the areas of academics, social/behavior, and/or communication skills for students with disabilities.
- i) Describe how the project will contribute to increasing the number of highly qualified/effective educators for students with disabilities in Utah.
- j) Provide an outline of the course sequence.
- k) Describe how prospective educators will be prepared to provide instruction in and access to the Utah Core Standards (including the Extended Core).



- l) Describe partnership arrangements between the applicant and other participating organizations, including how the project will enable collaboration and build capacity. Letters of support documenting these arrangements may be included as an appendix.

EVALUATION PLAN (20 points)

Provide a detailed evaluation plan.

1. Description of process and outcomes evaluation measures for the project including how the data will be analyzed and summarized. Process evaluation should explain how the project will document that activities described in the work plan were completed. Outcome evaluation should specify what data will be collected to document student-level outcomes that result from training.
2. For previously funded projects, provide a brief summary of previous project evaluation results, including a list of past program completers, and how this information has been used to improve the quality of your program, as well as data showing an improved performance impact on Utah students with disabilities as a result of those effective personnel.
3. Discussion of link between project outcomes and State priorities and State Performance Plan Indicators addressing the academic participation and performance of students with disabilities.
4. A midyear progress report is due February 1 and a final report due June 15.

CAPABILITY OF THE APPLICANT (5 points)

This section should present information on the qualifications of the applicant organization and project staff. Qualifications include past organizational experience in implementing similar projects, as well as the teaching staff's education and experience.

In addition, the applicant should consider the overall quality of the proposal, including general writing conventions. Projects that follow the same general structure from year to year should be carefully revised to address current needs. Multiple projects submitted by the same IHE should each express a distinct purpose.

DISSEMINATION (5 points)

Dissemination plan should describe how project outcomes will be shared statewide with partners and the USOE. Additional strategies for dissemination could include state (e.g., CSPD Consortium) and LEA presentations and articles for the Utah Special Educator or the Essential Educator.

Please provide a brief project description and link to your project website. Your description and link will be posted to the USOE special education section website.

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